

## Work sample: Bushranger interview

### Relevant part of the achievement standard

By the end of Year 4 students place some of the key events and people they have studied in chronological sequence and they create simple timelines.

Students pose questions about the past and locate relevant information from a range of historical sources.

Students use a range of historical sources to examine the reasons for and impact of historical events. They use sources to identify different points of view in the past and the motivations of individuals and groups.

Students explain the significance of events in bringing about change.

Students compose historical texts, including narratives, using appropriate historical terms. They present their information using a range of communication forms (written, spoken, visual).

### Summary of task

Students were asked to research the life of a bushranger through a variety of sources including:

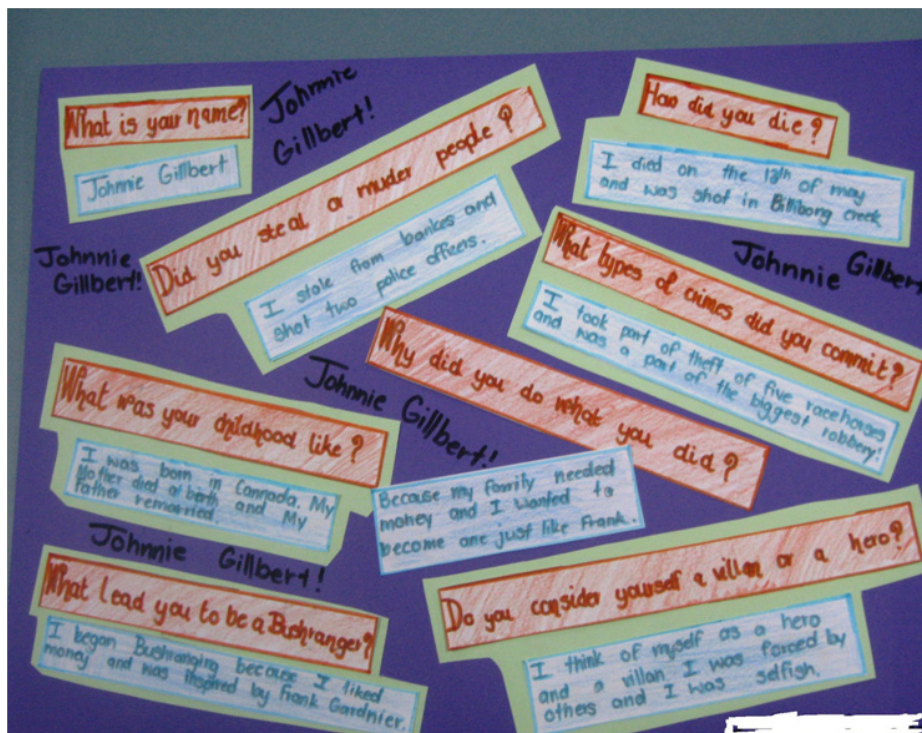
- online resources via the class wiki
- library books

They were then asked to consider the question of what makes a person a hero or villain. Students were required to act as both a reporter and a bushranger and to conclude whether the bushranger they investigated was a hero or villain. They were asked to report their questions and answers on a poster. The students were given the following questions to guide their research:

- did your bushranger steal/murder?
- why did they become a bushranger?
- why did they do what they did? To survive/greed
- what would you do if you were in their situation? Why?

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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### Annotations

Poses and answers questions about the life of John Gilbert.

Identifies the motivations for John Gilbert's actions.

Uses historical terms, for example bushrangers, villain, Billabong Creek.

### Annotation summary

This work sample demonstrates use of the inquiry process (asking and answering key questions to explore the life of a past individual). It uses relevant information to answer questions and presents that information in a combined visual/written format.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.